INTRODUCTION
This Assessment & Reporting Policy statement is for St Therese School Colonel Light Gardens, a Catholic co-educational primary school, catering for children from Reception to Year 7.

DEFINITIONS
Assessment is a dynamic and collaborative process of gathering information in order to form the most complete picture of a student’s achievements and development in a way which will encourage and advance learning. (Assessment and Reporting of Students Achievement in South Australian Catholic Schools: 1998)

The major purpose of assessment is to help students. It is also for providing teachers, parents and guardians with information that will help them to better understand student learning needs and improve educational programs to meet those needs”. (SACCS Assessment of Student Learning)

Reporting is communicating to others the knowledge gained from assessing student learning. (Assessment and Reporting of Students Achievement in South Australian Catholic Schools: 1998)

RATIONALE
At St Therese School we provide an education in a culture, which is permeated with the meaning and message of Jesus Christ.

We believe that the major purpose of assessment is to help students. In this regard we see the purposes of assessment are to:
- inform teaching of the various curriculum areas
- gather information about student learning and development
- provide an information base to share with the student and parents/caregivers
- provide information to other teachers, principals and other agencies as required.
At St Therese School we are responsible for arranging suitable procedures for assessment of student learning and for reporting to parents about student progress.

Assessment and reporting are an important part of education and need to be integrated into curriculum plans.

**PRINCIPLES OF ASSESSMENT AND REPORTING**

Assessment and reporting are central to learning and aim to improve the quality of each student’s learning. Assessment and reporting procedures are consistent with the school’s vision and values, which seek to enhance individual respect, self-esteem, searching for the truth and a desire for learning.

Assessment and reporting need to be directly linked to the aims and objectives of the curriculum, and they need to be manageable, concise and effective.

**METHODS OF ASSESSMENT**

The following strategies can be used to assess student learning:

- anecdotal records
- observation
- questioning and talking with students
- student recordings and bookwork
- checklists
- practical and diagnostic tasks
- testing
- self and peer assessment

**METHODS OF REPORTING**

Reporting of children’s’ learning will occur through:

- regular feedback to children through assessed work
- samples of assessed work covering a range of curriculum areas and concepts being sent home at least at the end of terms 1, 2 and 3
- feedback to parents through parent-teacher interviews in term two and if needed in term 3 or 4
- a formal written report at the end of Term Two and Four.

**FORMAL ASSESSMENT**

The school is involved in the following formal assessment processes.

- Early Years Literacy Assessment
- Basic Skills Testing and Primary Writing Assessment
  - Year 3
  - Year 5
- Year 7 State Test
FURTHER ASSESSMENT
As we believe that assessment informs our teaching and assists students, we may seek assistance from various consultants within the CEO to assist us with the assessment students’ learning. We may also recommend to parents that they access outside agencies/specialists as appropriate.